



# The King David High School

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## Access Arrangements policy

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
J Buckley-Dibben	
Date of next review	April 2026

## Key staff involved in the policy

Role	Name(s)
SENCo (or equivalent role)	<b>Jocelyn Buckley-Dibben</b>
Senior leader(s)	<b>Jack Pitt, Paula Watson, Tim Chappelle</b>
Head of centre	<b>Tracy Basger</b>
Exams officer	<b>Alison Burton</b>
Assessor(s)	<b>Ian Machlin / Tarryn Cohen</b>
Access arrangement facilitator(s)	<b>N/A</b>

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## What are access arrangements and reasonable adjustments?

### Access arrangements

Access arrangements are agreed **before** an assessment. They allow candidates with **specific needs**, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010\* to make 'reasonable adjustments'. (AARA<sup>1</sup>, Definitions)

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<sup>1</sup> This publication is further referred to in this policy as AARA

## Reasonable adjustments

The Equality Act 2010\* requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a **substantial disadvantage** in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on several factors which will include, but are not limited to:

- the needs of the disabled candidate;
- the effectiveness of the adjustment;
- the cost of the adjustment; **and**
- the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- involves unreasonable costs to the awarding body;
- involves unreasonable timeframes; **or**
- affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'.

The centre **must** ensure that approved adjustments can be delivered to candidates. (AARA<sup>1</sup>, Definitions)

\*References to legislation are to the Equality Act 2010. Separate legislation is in place for Northern Ireland (see [AARA 1.8](#)). The definitions and procedures in [AARA](#) relating to access arrangements and reasonable adjustments will also apply in Northern Ireland.

## Purpose of the policy

The purpose of this policy is to confirm that The King David High School has a written record which clearly shows the centre is leading on the access arrangements process and is complying with its obligation to identify the need for, request and implement access arrangements.

(JCQ's **General Regulations for Approved Centres**, 5.4)

This publication is further referred to in this policy as GR

This policy is maintained and held by SENCo alongside the individual files/e-folders of each access arrangements candidate. Each file/e-folder contains detailed records of all the essential information that is required to be held according to the regulations.

Where the SENCo is storing documentation electronically they **must** create an e-folder for each individual candidate. The candidate's e-folder **must** hold each of the required documents for inspection. (<sup>1</sup>AARA 4.2)

The policy is annually reviewed to ensure that processes are carried out in accordance with the current JCQ document 'Adjustments for candidates with disabilities and learning difficulties - **Access Arrangements and Reasonable Adjustments**'.

## General principles

The head of centre/senior leadership team will appoint a SENCo, or an equivalent member of staff, who will coordinate the access arrangements process within the centre and determine appropriate arrangements for candidates with learning difficulties and disabilities, candidates for whom English is an additional language, as well as those with a temporary illness or temporary injury. (GR 5.4) The principles for the centre to consider are detailed in AARA (4.2). These include:

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity

of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.

The SENCo, or an equivalent member of staff, **must** ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate.

The centre **must** make decisions on appropriate access arrangements for their candidates. Although professionals from other organisations may give advice, they **cannot** make the decision for the centre. They will not have a working knowledge of an individual candidate's needs and how their difficulties impact in the classroom and/or in timed assessments. It is the responsibility of the SENCo to make appropriate and informed decisions based on the JCQ regulations.

Access arrangements/reasonable adjustments should be processed at the **start** of the course.

Arrangements **must** always be approved **before** an examination or assessment.

The arrangement(s) put in place **must** reflect the support given to the candidate in the centre...

The candidate **must** have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustment(s) before their first examination.

## **Equalities Policy (Exams)**

A large part of the access arrangements/reasonable adjustments process is covered in the Equalities Policy (Exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams.

This policy further covers the assessment process and related issues in more detail.

## **The assessment process**

Assessments are carried out by an assessor(s) appointed by the head of centre. The assessor(s) is (are) appropriately qualified as required by JCQ regulations in AARA 7.3.

Process of initial screening which looks at whether a candidate falls below the required levels

## **The qualification(s) of the current assessor(s)**

Ian Machlin- Specialist Assessor level 7

## **Appointment of assessors**

Evidence of the assessor's qualifications is obtained, checked and held by SENCO on file and is available for inspection purposes. The assessor is reported to Access Arrangements online Process reflecting the requirements is shown in Appendix

or specialist assessors holding a current SpLD Assessment Practising Certificate, who are directly employed within the centre, there is no need to record the names of these individuals within **Access arrangements online**. (AA 7.4)

- The names of all other assessors, who are assessing candidates studying qualifications as covered by AA must be entered into **Access arrangements online** to confirm their status (AA 7.4)

### **Process for the assessment of a candidate's learning difficulties by an assessor**

The King David High School confirms:

- Guidelines for the assessment of the candidate's learning difficulties by an assessor will be followed and Form 8 (JCQ/AA/LD - Profile of Learning Difficulties) will be completed (AA 7.5, 7.6)
- Arrangements must be made for the candidate to be assessed by the centre's appointed assessor (AA 7.5)
- Assessors **must** personally conduct the assessments. They **must not** sign off assessments carried out by another professional (AA 7.5)
- The assessor must carry out tests which are relevant to support the application (AA 7.5)
- A privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements (AA 7.3)
- Relevant staff working within the centre should always carefully consider any privately commissioned assessment to see whether the process of gathering a picture of need, demonstrating normal way of working within the centre and ultimately assessing the candidate themselves should be instigated (AA 7.3)

Additional information:

Not applicable.

### **Picture of need/normal way of working**

The King David High School confirms:

- Before the candidate's assessment, the person appointed in the centre must provide the assessor with background information, i.e. a picture of need has been painted as required in Part 1 of Form 8. The centre and the assessor must work together to ensure a joined-up and consistent process. (AA 7.5)

Additional information:

AA 7.5 (Guidelines for the assessment of the candidate's learning difficulties by an assessor) and 7.6 (Completing Form 8 – JCQ/AA/LD, Profile of Learning Difficulties)

## **3. Processing access arrangements and adjustments Arrangements/adjustments requiring awarding body approval**

Access arrangements online (AAO) is used to apply for approval of arrangements/adjustments for the qualifications listed within the JCQ publication Access Arrangements and Reasonable Adjustments.

AAO is accessed through the JCQ Centre Admin Portal (CAP) by logging in to one of the awarding body secure extranet sites. A single application for approval is required for each candidate regardless of the awarding body used.

Deadlines apply for each examination series for submitting applications for approval using AAO.

### **Centre delegated arrangements/adjustments**

Decisions relating to the approval of centre delegated arrangements/adjustments are made by Head of SENCO. Appropriate evidence, where required by the arrangement, is held on file by Head of SENCO.

- The use of a word processor

The Word Processor Policy (Exams) details the criteria The King David High School specifically uses to award and allocate word processors for examinations and assessments.

- Alternative rooming arrangements

The Alternative Rooming Arrangements Policy details the criteria The King David High School uses to award alternative rooming arrangements, e.g. a room for a smaller group of candidates with similar needs (formerly known as separate invigilation).

Additional information:

Not applicable

### **Modified papers**

Modified papers are ordered using AAO.

- Modified papers must be ordered in advance of a specific examination series, no later than the published deadline for the series concerned (AA 6.1)
- Modified papers are individually prepared for candidates for whom other adjustments are unsuitable. The modification of papers involves additional resources. Therefore centres are required to provide the awarding bodies with early notification that a candidate will require a modified paper. (AA 6.1)
- Modified papers must not be ordered for candidates unless the centre intends to enter them for the relevant examination series (AA 6.1)
- For the adjustment to be effective, the candidate must have had appropriate opportunities to practise using an awarding body's past modified papers before his/her first examination (AA 6.1)

### **Roles and responsibilities**

When an access arrangement/reasonable adjustment has been processed on-line and approved, the evidence of need (where required) must be made available to a JCQ Centre Inspector upon request. An awarding body may also request evidence of need when considered necessary. This can either be in hard copy paper format or electronically. (AA 4.2)

Where documentation is stored electronically an e-folder for each individual candidate must be created. The candidate's e-folder must hold each of the required documents for inspection. (AA 4.2)

It is the responsibility of:

- Head of SENCO to collect a candidate's consent (a completed candidate Personal data consent form) to record their personal data on-line through AAO
- Head of SENCO to complete the Data protection confirmation by the examinations officer or SENCo, prior to the processing of the online application
- Head of SENCO to submit applications for approval using AAO
- Examinations officer to keep detailed records for inspection purposes, whether electronically or in hard copy paper format, of all the essential information on file. This includes a signed candidate personal data consent form; a completed Data protection confirmation by the examinations officer or SENCo form; a copy of the candidate's approved application; appropriate evidence of need (where required); evidence of the assessor's qualification (where required) (AA 8.6)
- Examinations officer/Head of SENCO to submit applications for approval directly to an awarding body for any qualification that does not fall within the scope of AAO

## Appendices

### Process for gathering evidence for

#### Part 1 - current difficulties in the classroom, tests and examinations/normal way of working

Potential candidate highlighted by teacher/Head of Department or the candidate to the SENCO
Evidence requested by SENCO from teachers.
EXACT test completed to support evidence.
SENCO evaluates need of candidate. Decision made if assessor requested is needed, Form 9 to be completed by SENCO or no further action.
<u>If Form 8:</u> Form 8 completed by SENCO. Assessor commissioned by SENCO and sent Form 8. Assessment completed. Access arrangement put in place. <u>If Form 9:</u> Form 9 completed by SENCO. Access arrangement put in place.
SENCO feeds back to candidate, parent, exams officer and teachers.